

**Where the Wild Things Live**  
***Grand Canyon National Park Distance Learning Program***

**Pre-program:** Print the “Wild or Pet” game cards prior to your scheduled distance learning program. Please print one sheet with the 10 animal pictures for each student. They can be found on our website at: <http://www.nps.gov/grca/forteachers/learning/where-the-wild-things-live.htm>

**Grand Canyon Focus:** Wildlife  
**School Subject:** Science  
**Grade Levels:** Preschool-Kindergarten  
**Length:** 45-60 minutes

**National Science Standards addressed in this lesson:**

**Science K-4**

C- Life Science

C.1 Characteristics of organisms

C.3 Organisms of environments

**Next Generation Science Standards**

K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment  
K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

**Lesson Overview**

Grand Canyon National Park is a great place to encounter wild animals. Many students are familiar with animals that are pets in their everyday lives. This program outlines the differences and similarities between pets and wild animals while introducing students to some of the wild animals that call Grand Canyon home.

**Lesson Objectives**

Students will be able to:

- Identify similarities between wild animals and pets.
- Identify differences between wild animals and pets.
- Identify various animals as either pets or wildlife.

**Materials**

- Pet vs. Wild Game cards (each student needs one set of the 10 animal pictures)
- Large sheet of paper or something to write class generated poem onto

## **Procedure**

1. Introduction to National Parks and what they protect. The ranger will show the National Park symbol and discuss the meaning of its parts. Next, the ranger will give the students an introduction to Grand Canyon National Park. (aerial videos of park)
2. Ranger will discuss the following with the students: What is a Pet? What is Wild? (dogs vs. coyotes)
3. Discuss and show examples of pets that help us work:
  - a. Sheepdog herding sheep
  - b. Boy in wheelchair w/service dog
4. Discuss and show examples of some pets that help us get around:
  - a. Sled dogs
  - b. Mule train at Grand Canyon (video of mule train coming up trail)
5. Pets give us love
  - a. Child hugging dog
6. What do we give our pets in return for how they help us?
  - a. We give them food and water (dog & cat at food dish)
7. Discuss and show examples of homes that we give pets.
  - a. Fish in fishbowl
  - b. Dogs in doghouse, hamster, bunny & snake in their cages
8. Discuss the fact that pets can have babies. Show pictures of baby pets.
  - a. Ewe & lamb
9. Discuss and show examples of how pets play
  - a. Dogs
10. Discuss how pets can make us happy.
11. What is a wild animal?
  - a. Mountain Lion
12. Talk about how just like pets, wild animals play too.
  - a. Coyotes playing

13. Discuss and show examples of how wild animals, unlike pets, must find safe places to have babies.

- a. Bobcats
- b. Bighorn Sheep (video of desert bighorn sheep)

14. Discuss and show examples of how, unlike pets, wild animals must find food.

- a. Chipmunk
- b. Rock Squirrel eating junk food
- c. Rock Squirrel eating out of person's hand
- d. Elk (video of Elk eating in natural habitat)

15. Discuss and show examples of how unlike pets wild animals need to find homes.

- a. Owl in tree
- b. Fox in den
- c. Underground burrows

16. Discuss how, like pets, wild animal can also help us.

- a. Bee pollinating flower & kid w/apple
- b. Worms in soil & kid gardening

17. Let's Play a Game: Pet vs. Wild

Rangers will show a photo of an animal and students will decide whether it is a pet or a wild animal.

Ranger will ask the kids to act out:

Pet: Pet hand and say Awwww

Wild: Growl and show teeth and claws

- a. Mt. Lion...Wild
- b. Cat...Pet
- c. Rat...Pet
- d. Kangaroo Rat...Wild
- e. Mule Deer...Wild (video)
- f. Mule...Pet
- g. Parakeet...Pet
- h. California Condor...Wild (video)
- i. Dog...Pet
- j. Coyote...Wild

18. Wild Animal Poem: Students will create a poem together as a class. Ranger will show the poem format and guide students through the process of creating a poem.

- a. Line 1- Write the name an animal.
- b. Line 2- Write two words that describe it.
- c. Line 3- Write about how the animal finds its food.
- d. Line 4- Write about where it lives.
- e. Line 5- Write what you would say if you saw it.

#### 19. Conclusion

Students will have ten minutes to ask questions to the rangers

#### **National Teaching Standards Addressed:**

**The “Where the Wild Things Live” program addresses the following National Teaching Standards:**

#### **National Science Standards addressed in this lesson:**

##### **Science K-4**

##### C- Life Science

C.1 Characteristics of organisms

C.3 Organisms of environments

#### **Next Generation Science Standards**

K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

\*Although our programs address the curriculum standards, it remains the responsibility of the individual teacher to determine the extent to which the standards have been met based on program content, pre- and post-visit activities, and appropriate evaluation of student learning and understanding.

\*Last updated August 2013